PARENT HANDOUT:
HOW TO ORGANIZE MY STUFF

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ADHD Skill 7

WHAT IS HOW TO ORGANIZE MY STUFF?

- How to Organize My Stuff is a set of strategies to help your child arrange their belongings and environment in a orderly way. This can help them do everyday things more easily like keep their room clean, organize their backpack or desk, and keep track of their homework assignments and school papers.
- By practicing this skill, your child will get better at staying organized in their daily life and spend less time looking for things or playing "catch up". Being organized can help your child do better at school and home and feel good about themself.

HERE'S HOW TO ORGANIZE YOUR STUFF

You can introduce this skill by saying, "We are going to try a new way to help you organize your stuff. Let's read through this list of strategies together and pick a few for you to try." Go through the ideas below to help your child get more organized. Depending on your child's age, some strategies may work better than others.

1

Give everything a home.

If you find that your room or belongings are usually messy or your things end up in piles, give each item a specific storage spot or "home" (e.g., clothes in closet or dresser, toys on shelf, backpack on hook). Use organizational tools if you can, such as boxes/bins, drawers, files, trays, or shelves. If possible, label your spaces so you remember where things go (e.g., drawer labeled "school supplies"). After you use an object, put it back in its "home" so you don't create clutter.

Example: When she gets home from school, Annie puts her shoes and coat in the hallway closet and her lunch bag on the kitchen counter. Before bed, she places her backpack by the front door so she remembers to take it to school.

2

Use a planner or agenda.

If you forget what homework you have or tend to turn assignments in late, using a planner can help. Keep track of important dates, homework assignments, social events, and extracurricular activities by writing them down in one place.

Example: At the end of each class, Jacob writes his homework assignment and its due date down in his planner.

3

Try color-coding.

If it's hard to distinguish between different groups of belongings, try sorting them by color. You can use different color notebooks and folders for each subject, or write assignments for each subject in a different color pen.

Example: Sophia always puts new/unfinished homework assignments in her red folder, completed homework in her blue folder, and papers for her parents in her green folder.

4

Set a deadline for getting tasks done.

If tasks often feel rushed or "last minute", set deadlines to reduce your stress. You can use due dates (e.g., school assignment due on Monday), a deadline you or your parents choose (e.g., clean room by dinnertime), or blocks of time (e.g., do task A for 20 minutes, then move on to task B for 10 minutes). Being creative can help: for instance, try putting away as many clothes as you can before 3 songs are over.

Example: Jeff set a timer for 15 minutes, then put away as many of his toys as he could before the timer buzzed. He took a 5-minute break, then used the same strategy to sort his art supplies for another 15 minutes.

5

Schedule "clean up time".

If your backpack, desk, or locker are often full and it's hard to find what you need, work with your parents and teachers to set regular times to clean out those spaces so they don't get too cluttered or

Example: Every Friday, Kiera's teacher spends a few minutes helping her clear out her desk by throwing away unnecessary papers and trash. Every Sunday, her parents help her clean out her backpack to get ready for the next week.

6

Ask your parents or teachers to support you.

When first trying these strategies, share them with your parent and teacher so they can help you practice. For example, a parent can go through your backpack with you and check that everything you need is in there (and also help you clear out whatever you no longer need!). Similarly, your teacher can remind you to write assignments in your planner, check that you wrote them down correctly, and ensure that you are taking home everything you need that day. Your parents and teachers can also give you suggestions for new strategies, help you improve ones that aren't working, and support you in becoming more independent.

7

Reward yourself.

If you're working hard to stay organized, choose how you will treat yourself. If you're not sure what is allowed or appropriate, ask your parents. Be sure to give yourself a pat on the back for working hard and doing more on your own!

Here's an example of how Felix organizes his room:

PARENT HANDOUT:
HOW TO ORGANIZE MY STUFF TIPS

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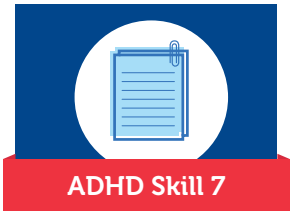

HOW CAN ORGANIZING MY STUFF HELP MY FAMILY?

- When your child has ADHD, it can be harder to stay organized. For instance, your child may have a messy bedroom, lose track of assignments or belongings, or forget to bring home important papers. You may find that there are piles of clothes around their room, their backpack is full of papers, or it's hard for them to find a pen or notebook to use in class.
- This can mean they take a long time to complete easy tasks, or it is challenging to do the things they need to do, like homework or chores. Your child, your family, and/or your child's teachers may find this frustrating or annoying.
- How to Organize My Stuff gives your child helpful strategies to improve their organization. By practicing this skill, your child can establish better routines and feel successful at home and school.

COMMON PARENT CONCERNS

Organizing is hard, and everything usually turns out okay in the end. They want to know why they should bother?
It can take hard work and time to become more organized. Encourage your child to think about their goals and how disorganization may make it harder to achieve them. For example, do they wish they didn't lose as many papers or possessions? Would it feel good to turn things in on time? What would it be like to know where their things are when they need them? Is there any benefit to you nagging them less about their messy room or losing things? See if your child can identify whether there are advantages to trying a new strategy or two. Then see if these new strategies help them to do well and feel better!

My child starts to organize their stuff, and then they get distracted. It's hard for them to finish anything.
Think about when your child will best be able to try new organizational strategies. For example, pick a time of day when they have the most energy or focus. Try to limit their distractions by turning off the TV and putting away their phone. They can start with a smaller task, like cleaning out one drawer, one section of their backpack, or one side of their desk. Check in on them in case they need help, and encourage them to take breaks as needed so they don't get overwhelmed. You and your child's teachers can offer more suggestions based on what you've seen work well for them at home or school.

When I ask my child to organize their things, they say it's too hard to do a big task like cleaning their room. It's so messy, they don't know where to start! When tackling a big task, help your child think of ways to break it down so it feels less overwhelming (see ADHD Skill 6 on How to Get Things Done for tips). For example, they can split their bedroom into four sections and clean one at a time. Once their room is clean, have them save a little time each day to straighten up. For example, each day they can spend five minutes putting things away, put away at least five things, or clean off one area, such as their nightstand. Remind them to reward themself for their hard work!

These strategies sound helpful, but it's hard to know which ones my child should use.
Learning new skills can be challenging for any child! Remember they don't need to do all of these at once. Your child can start by trying one of these strategies and seeing how it goes. If possible, you or your child's teachers can try the new skills out with them the first few times. Kindly offer helpful ideas about which techniques are best for your child and ways to improve their process.

If your child's difficulty with organization gets in the way at school, home, or with friends, they may need additional support. Check in with your primary care provider. They can connect you to a behavioral health specialist who can help.

PARENT HANDOUT:

HOW TO MANAGE MY TIME

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ADHD Skill 8

WHAT IS HOW TO MANAGE MY TIME?

- How to Manage My Time helps you make calculate how much time you need to do tasks and do them on time. Practicing this skill can help you stay on schedule, complete your daily routines, and meet your goals.
- The strategies below help you 1) figure out how long it takes you to complete tasks, and 2) organize your time in order to get them done. Try them out to improve your time management!
- Depending on your child's age, some strategies may work better than others. Try them out to improve your child's time management!

HERE'S HOW TO MANAGE YOUR TIME

You can introduce this skill by saying, "It can be hard to know how much time we need to do things. Let's read through this list of strategies together and see if they help you manage your time."

1. **Understand Your Timing.** To manage your time, you first need to know how long it takes you to do different tasks.
   a. If you're unsure or find that your guesses are usually wrong, play our Check Your Time game. Using our list of quick activities, write down how long you think each task will take, time yourself doing each one, and then compare your predicted time with your actual time. Add your own activity ideas to the game, focusing on those tasks where you often need more time than you expect, or where you find yourself running out of time to finish.
   b. As you do tasks in the future, time yourself to continue improving your awareness of how long it takes you to do things.
2. **Plan for Homework.** Before starting your homework, do some quick calculations to plan your time.
   a. For example, if you have 3 hours to complete your homework after dinner and 3 classes with homework assignments, you have about 1 hour to spend on each subject. If you finish any assignments ahead of schedule, you can use your extra time to check your work or start the next one.
   b. If you have trouble paying attention or doing a task for a long time, remember to schedule in short breaks (e.g., a 5-minute break after completing each homework assignment).
3. **Make Schedules.** Use a calendar to keep track of your homework assignments, extracurricular activities, and social events. You can color code to match each type of activity or use separate calendars.
   a. At the beginning of each school year, write important dates in your calendar (e.g., first and last day of school, breaks and vacations, school dance, etc.). Review these with your parents and/or teachers so you're all on the same page.
   b. Make a weekly schedule at the beginning of each week. Include the times you have to wake up, leave for school, get home, and go to bed. Add that week's appointments, activities, and social commitments. Review your schedule every day to see what's coming next. See our example and fill in the blank one for yourself.

4. **Increase Your Motivation.** Identify a small way to reward yourself for managing your time well. This can be a challenging skill to master, so be sure to acknowledge your hard work.

   a. You can also increase your motivation to stay on schedule by considering the consequences of not managing time well. For instance, if you fall behind in the morning, you may end up getting marked tardy, which can lead to getting a detention!

5. **Anticipate Challenges.** Think about obstacles that may keep you from following your schedule or plan. For example, if you tend to forget your planner at home, you may need a reminder to put it in your backpack at night. Or, if you have the hardest time staying on schedule in the morning, you may need to leave extra time to complete your tasks before school. Your parents and teachers may have ideas too, so talk this over with them.

   a. Set reminders to help you stick to your schedule. You can set alarms on your phone or watch, ask others to help you, or use a calendar app that sends automatic reminders when something is coming up in your schedule. Some families find that sharing their calendars makes it easier to keep track of everyone's activities.

   b. At the end of the day, review your schedule and cross off everything you were able to do. Notice where you successfully managed your time, and give yourself a pat on the back! For those things you weren't able to do, try to identify why. See if there is anything you can change to get them done next time.

   c. Don't be shy about asking for help when you need it. Everyone can use support with challenging tasks. Your family, teachers, or friends can play an important role in helping you practice the strategies above. Together, you can work hard to improve your time management and reach your goals.

You can do it! Let's review the 5 simple steps to Managing Your Time:
1. Understand your timing
2. Plan for homework
3. Make schedules
4. Increase your motivation
5. Anticipate challenges

CHECK YOUR TIME GAME

Predict how long it will take you to do each of these short tasks, then time yourself doing them.
To make it more fun, you can also ask others what their predictions are. Add your own activity ideas too!

Task	How long do I think this will take?	How long did it actually take?
Brush your teeth		
Read 2 pages in a textbook		
Choose clothes for tomorrow		
Eat breakfast		
Write your address 5 times		
Take a shower		
Put on your shoes		
Do 10 jumping jacks		
Vacuum a room		
Sing the alphabet		
Pack your lunch		

JESSICA'S WEEKLY CALENDAR

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wake Up	6:30	6:30	6:30	6:30	6:30	8:30	8:30
Leave for school	7:30	7:30	7:30	7:30	7:30		
Get home	3:00	4:30	3:00	4:30	3:00		
Bedtime	9:30	9:30	9:30	9:30	9:30		
Appointments						dentist at 11:00	
Activities	band tryouts 4th period	softball practice 3-5		softball practice 3-5			dinner at grandma's 6-8
Fun							movies with melissa and Alicia 1-3

MY WEEKLY CALENDAR

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wake Up							
Leave for school							
Get home							
Bedtime							
Appointments							
Activities							
Fun							

PARENT HANDOUT:

HOW TO MANAGE MY TIME TIPS

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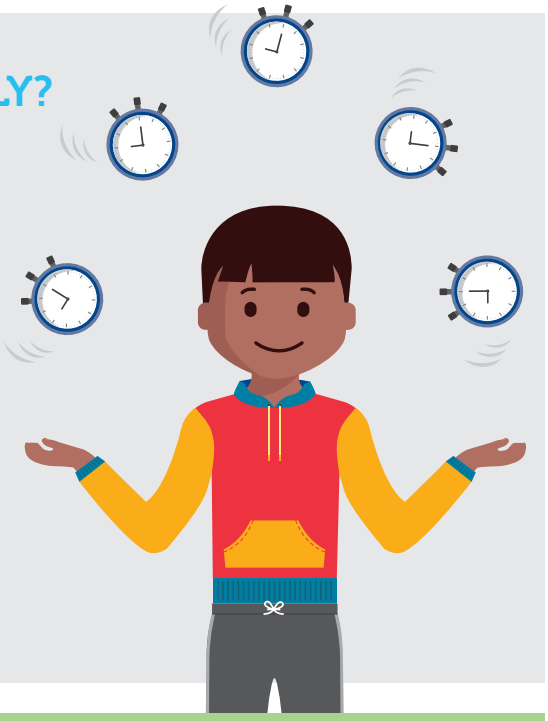
ADHD Skill 8

HOW CAN MANAGING MY TIME HELP MY FAMILY?



- When your child has ADHD, it can be challenging for them to pay attention, focus on one task at a time, and keep track of their time. Assignments or chores may take longer than they expect, it may be hard to get things done when they're supposed to, or they may find that they're always behind schedule, even if they wear a watch.

- This can lead your child to feel frustrated at school, get into arguments at home, or miss out on fun activities. Using the strategies on these worksheets, they can become better at using and controlling their time, which will help them be more independent. Over time, practicing these skills can help your child stress less and succeed more!

COMMON PARENT CONCERNS

My child tries to set aside enough time, but it always takes them longer than they expect to do things.
This happens to many people with ADHD, so your child is not alone! Have them play the Check Your Time game to learn how much time they need for small tasks, and then have them time themself completing a task that usually takes them longer than they predict. This will give you both valuable information about how accurate their time estimates are. You can also offer guidance or ask their teachers for ideas based on how much time you've seen your child need to do things. Your child can use this information to improve their future planning.

Some of the other strategies in this packet can also help your child get better at managing time, such as How to Get Things Done (ADHD Skill 6) and How to Organize My Stuff (ADHD Skill 7). If these ideas are new to your family, they may be challenging for your child at first, but with practice children find that these skills become easier and easier to use!

My child says they have no idea how long it takes them to do things, and nothing ever feels urgent. But, we are always fighting about them taking too long or not taking things seriously.
It can be frustrating to have trouble keeping track of time. Many people, even those without ADHD, find this hard to do. See if your child is willing to try some of the strategies we suggest here. Encourage them to notice if changing the way they manage their time helps them understand how long it takes to do things, follow a schedule, and complete tasks.

My child now sets up their schedule and plans their time well, but they aren't motivated to get any of it done.
It can be hard to stay motivated to do hard or boring things! Help your child identify what they'll gain from being better at time management. For example, can it help them get their homework done faster so they have more time for fun? Will it decrease how often they argue with you about your schedule? It can also help to identify the reward they'll earn when they're able to follow their schedule (step 4, reward yourself). Even a short break to do something they enjoy can feel great after working hard!

PARENT HANDOUT:
HOW TO FEEL GOOD ABOUT MYSELF

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ADHD Skill 9

WHAT IS HOW TO FEEL GOOD ABOUT MYSELF?

- The challenges children with ADHD experience can make it easy for them to get down on themselves. How to Feel Good About Myself is a set of strategies to help your child be their own cheerleader, feel better about tackling difficult tasks, and remember that everyone faces challenges. These techniques also help your child notice if they are being hard on themselves and then take steps to feel better.
- By practicing this skill, your child will remember what makes them wonderful and special, even when they're having a hard time.

HERE'S HOW TO FEEL GOOD ABOUT YOURSELF

You can introduce this skill by saying, "All kids have times when they feel down on themselves. When that happens, it's important to remember what makes you special. Feeling good about yourself can help you do better at school, home, and with friends! Let's go through this list of strategies together and see if they help you feel better."

1. **Make a list of your special qualities.** Each person has traits that make them unique. Make a list of 10 talents, skills, or characteristics that make you great. Ask your parents, teachers, and friends for more ideas based on what they like about you. Look at this list when you're feeling down or having a hard time remembering what's great about you.
2. **Be kind to yourself.** If you find yourself feeling annoyed or frustrated, remember that having a positive attitude can make a big difference. Remind yourself that you can try to solve problems, improve the way you do things, and give your best effort each day. Everyone has things they are good at and things they find challenging. Try to focus on your strengths and treat yourself like you would treat a good friend.
3. **Remember that your thoughts, feelings, and actions are connected.** How you think about a situation impacts how you feel about it, and how you feel about it effects how you act in that situation. You may not be able to control the way your brain works sometimes or change a challenging situation, but you can decide how you think about it in order to feel better and do better.
4. **Give yourself a pep talk before starting a hard task.** When preparing to do something challenging, give yourself an encouraging pep talk. Follow the strategies in these worksheets, then remind yourself how hard you're working. Visualize yourself successfully completing your hard task. (E.g., Before Leah studies for her math tests, she tells herself, "I can do it! If I put my mind to it, I can do my best on this test!".)
5. **If a task feels too challenging, take a break.** Taking a short break from a difficult task can make it feel less frustrating or overwhelming. Take a few minutes to stretch, listen to some music, take some deep breaths, or have a light snack. See if you feel better and are ready to try again.
6. **If you feel unsure or stuck, ask for help.** Remember you don't have to go it alone. Make a short list of caring people you can talk to when you're feeling down or overwhelmed. This can include parents, teachers, friends, and other supportive people in your life. Turn to them for understanding and encouragement when things feel hard.
7. **Don't give up!** Sometimes the first strategy we try doesn't work. If that happens, try another one (such as the other skills in this guide). Remind yourself not everyone gets it on the first try!
8. **Track your progress.** . As you work through the skills in this guide, be sure to notice if you are feeling and doing better. If so, give yourself credit for your effort and be proud of your hard work!

CHILD WORKSHEET:

HOW TO FEEL GOOD ABOUT MYSELF

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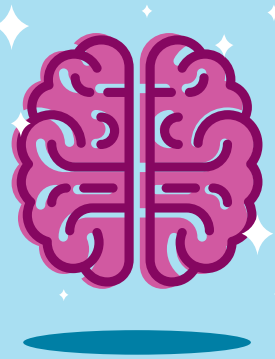
ADHD Skill 9

I'm a good older sister

I love my family

I take care of my dog



I'm good at science!

I'm great at Minecraft

I try hard at soccer

MY SPECIAL QUALITIES

Use this space to make a list of your special qualities. These can be talents, skills, or characteristics that make you great. Ask your caregivers, teachers, and friends for more ideas based on what they like about you!

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

MY SUPPORTERS

Use this space to brainstorm a list of caring people you can talk to when you're feeling down or overwhelmed.

PARENT HANDOUT:
HOW TO FEEL GOOD ABOUT MYSELF TIPS

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ADHD Skill 9

HOW CAN FEELING GOOD ABOUT MYSELF HELP MY FAMILY?

- Sometimes children with ADHD get frustrated with themselves for having a hard time paying attention, sitting still, doing homework, or getting along with others. This can lead them to think negative thoughts about themselves, avoid important tasks, or argue with family, friends, or teachers.
- Feeling Good About Myself provides strategies to increase your child's self-esteem and help them use coping strategies when they're feeling badly.

COMMON PARENT CONCERNS

When a task is hard, my child gets overwhelmed and wants to give up.
Completing difficult tasks can be challenging! When a task feels hard, encourage them to give themselves credit for the effort they've made so far. Then, they can take a short break to do something enjoyable, such as doing some light stretching, watching a short video, or getting a snack. They can also practice relaxation skills, which can help them calm both their body and their mind. See if these strategies help your child get back on track and ready to try again. If you find that your child is avoiding their work because it feels too hard, offer more help or talk to their teachers to get extra support.

Sometimes when my child thinks negative thoughts about themself, they get "stuck" feeling badly.
This happens to almost everyone at some point. Children with ADHD can find it even harder to control their thoughts. Remind them that instead of beating themselves up, they can try to focus on their strengths and reset. Have them to read over their list of 10 special qualities, do something fun or soothing, or talk to someone supportive to get a new perspective. If you notice that they are thinking the same negative thoughts over and over, encourage them to remember that they're working hard and trying their best.

My child says they hate having ADHD! Everything feels harder for them.
Remember that there are many kids and adults with ADHD, so your child is not alone. A lot of people with ADHD are successful at reaching their goals. Using the strategies in this guide can make things easier and more manageable for your child at school and home. The more they practice them, the easier the skills will be to use on a daily basis and the better they will feel!

School can be especially challenging for those with ADHD, but school is not the only thing one can be great at doing. Remind your child that they can take steps to do better in school and that they also have your own special talents and skills.

If you child is feeling badly about needing extra support, remind them that getting help means they are doing everything they can to improve and succeed. This means they are committed to being the best "them" that they can be!

If feeling down about themself gets in the way at school, home, or with friends, your child may need additional support. Check in with your primary care provider. They can connect you to a behavioral health specialist who can help.

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CREDENTIALS

Dr. Lee is an Attending Psychologist at Boston Children's Hospital and an Instructor in Psychology, Department of Psychiatry at Harvard Medical School. She earned her BA in Psychology from Cornell University and her MA and PhD in Clinical Psychology from the University of California, Berkeley. Dr. Lee completed her internship in Clinical Psychology at Boston Children's Hospital and post-doctoral fellowship at Harvard University. She has extensive training and experience in the dissemination, implementation, and testing of evidence-based interventions for youth presenting with a wide variety of mental health problems. She is a licensed clinical psychologist in the state of Massachusetts who provides clinical care to children, adolescents, and families in Boston Children's Hospital Outpatient Psychiatry Service, with an emphasis on delivering evidence-based and culturally responsive services and increasing access to mental health care in underserved communities. In addition, Dr. Lee engages in research focused on decreasing barriers to mental health care and has published numerous papers on risk and protective factors for diverse youth. She also provides supervision and teaching on the treatment of youth depression, anxiety, disruptive behavior, and traumatic stress to trainees and staff in outpatient, primary care, and school settings. She has led clinical trainings in the United States and abroad and won multiple awards for her teaching.

Dr. Sinclair-McBride is an Attending Psychologist at Boston Children's Hospital and an Assistant Professor of Psychology, Department of Psychiatry at Harvard Medical School. She received a BA in Psychology from Yale University and her MS and PhD in Clinical Psychology from Vanderbilt University. She completed her internship in Clinical Psychology at Boston Children's Hospital and post-doctoral fellowship at Boston Medical Center and Boston Children's Hospital. She is a licensed clinical psychologist in the state of Massachusetts who provides evidence-based clinical care to children, adolescents, and families in Boston Children's Hospital Primary Care Center and Outpatient Psychiatry Service. She also engages in the supervision and teaching of trainees in these settings. She conducts research on the assessment, treatment, and development of internalizing disorders in children and adolescents with a special focus on integrated behavioral healthcare. The goal of her program development and program evaluation work is to provide evidence-based integrated behavioral healthcare to at-risk and minority youth. Dr. Sinclair-McBride is the author of multiple articles on these topics and a contributing author to chapters in the Handbook of Pediatric Psychological Screening and Assessment in Primary Care and the *Nelson Textbook of Pediatrics*.

Ms. Judd is the Graphic Designer for the Behavioral Health Education in Pediatric Primary Care program in the Department of Psychiatry at Boston Children's Hospital. Ms. Judd has a background in early childhood education with degrees from the University of Massachusetts Amherst in Communication Disorders and Psychology, with a concentration in Education. She studied graphic design at the University of Massachusetts Lowell. Ms. Judd has a special interest in designing health and wellness educational materials for pediatric patients and their families.

Dr. Walter is the Medical Director for Behavioral Health, Pediatric Physicians' Organization at Children's, the Medical Co-Director, Massachusetts Child Psychiatry Access Program, Senior Attending Psychiatrist, Boston Children's Hospital, and Senior Lecturer on Psychiatry, Harvard Medical School. Dr. Walter completed her general psychiatry training at New York University Medical Center/Bellevue Hospital and her child and adolescent psychiatry training at Columbia University Medical Center/The New York State Psychiatric Institute. She also completed training in preventive medicine at ULCA Medical Center and earned her MPH degree in epidemiology at the UCLA School of Public Health. Dr. Walter has achieved board certification in General Psychiatry, Child and Adolescent Psychiatry, General Preventive Medicine, and Public Health and has practiced child and adolescent psychiatry in New York, Chicago, and Boston for over 30 years. In addition to clinical work, Dr. Walter's career has encompassed research, education, clinical administration, and advocacy. Dr. Walter has nearly 150 papers and chapters reporting the findings from her research and educational innovations, including more than 25 national clinical practice guidelines for child and adolescent psychiatry and multiple

chapters on pediatric behavioral health in leading child and adolescent psychiatry and pediatric textbooks, including *Dulcan's Textbook of Child and Adolescent Psychiatry*, the *Nelson Textbook of Pediatrics*, and *Mental Health Care of Children and Adolescents – A Guide for Primary Care Clinicians*. Dr. Walter has held major administrative positions at multiple academic medical centers, including Director of School Psychiatry at Columbia University Medical Center, Director of Outpatient Child and Adolescent Psychiatry at Northwestern University/Children's Memorial Hospital, and Chief of Child and Adolescent Psychiatry at Boston Medical Center. She has held leadership positions at the American Academy of Child and Adolescent Psychiatry (AACAP) and has been honored with the AACAP Simon Wile Award for Leadership in Pediatric Consultation Psychiatry and the designation of Distinguished Life Fellow. Prior to coming to HMS, Dr. Walter achieved the rank of Professor of Psychiatry and Behavioral Sciences at Northwestern University Feinberg School of Medicine and Professor of Psychiatry and Pediatrics and Vice-Chair of Psychiatry at Boston University School of Medicine.

Dr. DeMaso is the Psychiatrist-in-Chief and Leon Eisenberg Chair in Psychiatry, Boston Children's Hospital and George P. Gardner – Olga E. Monks Professor of Child Psychiatry and Professor of Pediatrics at Harvard Medical School. Dr. DeMaso completed his pediatric internship at Massachusetts General Hospital, his general psychiatry training at Duke University Medical Center and his child and adolescent psychiatry training at Boston Children's Hospital/Judge Baker Guidance Center. He also completed training in pediatric consultation liaison psychiatry at Boston Children's Hospital. Dr. DeMaso has board certification in General Psychiatry and Child and Adolescent Psychiatry and has practiced child and adolescent psychiatry in Boston for nearly 40 years. In addition to clinical work, Dr. DeMaso's career has encompassed research, administration, and advocacy. Dr. DeMaso has over 200 papers and chapters reporting the findings from his clinical and research innovations, including multiple chapters on pediatric behavioral health in the *Nelson Textbook of Pediatrics* and *Mental Health Care of Children and Adolescents – A Guide for Primary Care Clinicians*. He also co-edited the genre-leading *Textbook on Pediatric Psychosomatic Medicine* and co-authored the genre-leading *Clinical Manual of Pediatric Psychosomatic Medicine* (now re-titled the *Clinical Manual of Pediatric Consultation-Liaison Psychiatry*). Dr. DeMaso has held top leadership positions at the American Academy of Child and Adolescent Psychiatry, and has earned multiple awards from AACAP, including the Simon Wile Award for Leadership in Pediatric Consultation Psychiatry, the Klingenstein Third Generation Foundation Award for Research in Depression or Suicide, the Catchers in the Rye Advocacy Award, the Outstanding Mentor Award, and Distinguished Life Fellow.

Dr. D'Angelo is the Chief of the Division of Psychology, Director of Training in Psychology, and Linda and Timothy O'Neill Chair in Psychology at Boston Children's Hospital and Associate Professor of Psychology at Harvard Medical School. He was the Director of the Outpatient Psychiatry Service at BCH for approximately 20 years. He earned his PhD from the Joint Program in Social Work and Clinical Psychology at the University of Michigan in 1980. He completed his internship in Clinical Psychology at Boston Children's Hospital and a post-doctoral fellowship at the Boston Children's Hospital/Judge Baker Children's Center. He is board certified in Clinical Psychology by the American Board of Professional Psychology. Dr. D'Angelo has received the Karl Heiser Presidential Award from the American Psychological Association, the Career Contribution Award from the Massachusetts Psychological Association, and the Connie Hersey Distinguished Service Award for Contributions to Education and Training from the Association of Psychology Postdoctoral and Internship Centers. He is the past President of the American Academy of Clinical Psychology and also of the Massachusetts Psychological Association. He is also Past Chair of the Association of Psychology Postdoctoral and Internship Centers. He is a Fellow and a Commissioner in the Commission on Accreditation, American Psychological Association. He holds numerous appointments to both state and federal advocacy committees where he focuses on prevention, access to care, and education and training in mental health. He has published numerous papers and book chapters on education and training in psychology, adaptations of evidence-based interventions for youth from diverse backgrounds, suicide risk, and investigations of both clinical high risk and first episode psychosis.

Dr. Bromberg is Manager of the Behavioral Health Integration Program (BHIP), Pediatric Physicians' Organization at Children's, Attending Psychologist, Boston Children's Hospital, and Instructor in Psychology, Harvard Medical School. Dr. Bromberg also practices clinical psychology at a private, non-profit health agency in Wellesley, Massachusetts. Dr. Bromberg earned his BA in Psychology and Sociology from Macalester College, his MA in Counseling Psychology from Tufts University, and his PsyD in Health Psychology from the Massachusetts School of Professional Psychology (now William James College). Dr. Bromberg completed his internship in Clinical Psychology in a combined program at Boston Children's Hospital, Dana Farber Cancer Institute, and Judge Baker Children's Center. He completed post-doctoral fellowships in health psychology at Boston Children's Hospital, and the Linda Pollin Institute at Harvard Medical School. Dr. Bromberg is a licensed clinical psychologist in the Commonwealth of Massachusetts. He has extensive training and experience in the development, dissemination, implementation, and testing of programs that integrate behavioral health and medicine to improve patient care and clinical outcomes. As a Senior Research Scientist at Inflexxion (Newton, MA), Dr. Bromberg was the Principal Investigator on multiple grants from the National Institutes of Health developing multi-media and web-based tools for the self-management of medical and behavioral health problems. He currently is a Co-Investigator on a grant from the Substance Abuse and Mental Health Services Administration to integrate clinicians trained in substance use and addiction into the pediatric medical home. As Manager of BHIP, Dr. Bromberg has overseen the integration of over 70 behavioral health therapy providers into more than 40 pediatric practices in Massachusetts. Dr. Bromberg has been an author and co-author on multiple publications about behavioral health integration in primary and specialty care and has been an invited presenter on these topics at numerous national, regional, and local conferences.

Dr. Brooks is Associate Medical Director, Pediatric Physicians' Organization at Children's (PPOC). She has practiced for more than 30 years as a primary care pediatrician at a large independent private practice serving a diverse population in Holyoke, Massachusetts. After receiving her BA from Harvard College and her MD from Harvard Medical School, she completed an internship at Johns Hopkins and a residency at the University of Massachusetts Medical School. She also completed her MPH at the Columbia University Mailman School of Public Health. Dr. Brooks is a Fellow of the American Academy of Pediatrics, and has been an Assistant Clinical Professor of Pediatrics at Tufts Medical School. She has served in various advocacy positions in her community and through the Massachusetts Academy of Pediatrics. Dr. Brooks is interested in primary care approaches to improving health care quality for common pediatric conditions including obesity, asthma, and behavioral health problems. She chaired her practice's Quality Improvement committee and has implemented projects to improve primary care delivery of behavioral health services, including projects to screen, evaluate and treat adolescent depression and to improve the diagnosis and treatment of attention-deficit/hyperactivity disorder (ADHD). She served as a consultant on the implementation of systematic behavioral health screening for the Massachusetts Children's Behavioral Health Initiative, as clinical faculty for the revision of the National Institute for Children's Health Quality (NIHQ)/American Academy of Pediatrics (AAP) ADHD toolkit, and as a collaborator in a pilot to implement the Guidelines for Adolescent Depression in Primary Care (GLAD-PC).

Dr. Arora is the Chief Medical Officer of the Children's Hospital Los Angeles Health Network, a clinically integrated network of independent pediatric practices. Dr. Arora is committed to supporting affiliated pediatricians in providing high quality patient- and family-centered care in the communities they serve. Dr. Arora has championed a special focus in training and education for the network in mental health, expanding capacity for pediatricians to treat conditions in their practice and develop a set of resources and community partners to create an ecosystem around mental and behavioral health care. This is in addition to spearheading numerous other quality programs including but not limited to obesity, asthma and sports medicine. Prior to her current role at Children's Hospital Los Angeles, Dr. Arora served as Assistant Utilization Management Director and Chair of the Department of Pediatrics for the Providence Health System. She also served on the board of Providence Health Network and as the Quality Director for Providence Health Network. Dr. Arora is Board-certified in General Pediatrics and completed her residency training at Mattel Children's Hospital, University of California Los Angeles. She also has a Master's in Business Administration from University of Massachusetts, Amherst.